

Furr High School

2019-2020

Parent and Family Engagement Policy

Furr High School is committed to the education of young adults in our community and surrounding communities. We believe parent/guardian involvement is essential to learning.

Furr's Mission is to build teacher capacity to personalize learning for students through relevant, engaging educational experiences in a learning organization that embodies a culture of collaboration, trust, and high expectations.

Our vision: The Furr Staff and Community is committed to increasing student achievement, provide enriching learning experiences for students, and ensuring every student is college, career, and military ready!

Title I regulations require that each Title I school develop with and distribute to parents/guardians of participating children a written parent/guardian involvement policy agreed upon by parents/guardians that describes the requirements outlined in Title I law.

We strive to establish and maintain good communication with parents/guardians of all students.

A. Policy Involvement

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating children shall be invited and encouraged to attend, to inform parents/guardians of their school's participation under this part and to explain the requirements of this part and the right for parents/guardians to be involved.

Our school holds an annual meeting during September to review with parents/guardians the Title I School requirements.

2. Parents/guardians are invited to a variety of meetings and activities throughout the school year. Coffee with the Principal is held with parents to disseminate information to parents/guardians and to gather parents/guardians input on various topics. Parent/guardian conferences are held throughout the year to inform the parent/guardian of a child's progress, formulate a plan of success, and gain parent/guardian support. Open House is usually held in September to offer parents/guardians the opportunity to view student work as well as talk to teachers and administrators.
3. The Parent/guardian Center offers a variety of classes. Parents/guardians receive a host of School Messenger messages throughout the year informing them of their child's academic progress as well as special events (Magnet Community Forum, Parent University and other events.)

4. Involve parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of the school parent/guardian involvement policy. The involvement of parents/guardians must include an adequate representation of parents/guardians of participating children.

Our school annually invites parents/guardians to review the School Improvement Plan and the Parent and Family Engagement Policy. The school regularly invites parents/guardians to participate in school improvement sessions, i.e. the Shared Decision-Making Committee and Coffee with the Principal.

5. Provide parents/guardians of participating children timely information about programs under this part; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; if requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as possible. Our school communicates often with parents/guardians the state's curricular and assessment expectations and the techniques used for students' academic access. This is achieved through a variety of techniques such as Student Code of Conduct, School Messenger System, Parent/guardian Conferences, Coffee with the Principal, Progress Reports, Report Cards, benchmark results and Open House.
6. If the schoolwide program plan is not satisfactory to the parents/guardians of participating children, the school will submit parents'/guardians' comments on the plan to the Department of External Funding and revise the plan as advised by the HISD Title I, Part A Parent/guardian Involvement Program Administrator and other District designees as advised. In the event this happens, the school will follow this directive appropriately.

B. Shared Responsibility for High Student Academic Achievement .

As a component of the school level parent/guardian involvement policy, each school served under this part shall jointly develop with parents/guardians of all children served under this part a school-parent/guardian compact that outlines how parents/guardians, the entire staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership to help children achieve the State's high standards. Such Compact shall describe:

1. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards (STAAR);
2. Ways in which each parent/guardian will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, television watching and social media interactions; volunteering in their child's school;

3. Ways in which parents/guardians will participate, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
4. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum-Parent/guardian-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child's academic achievement; Frequent reports to parents/guardians on their child's progress; Reasonable access to staff; Opportunities to volunteer and participate in their child's school, and observation of classroom activities.

We believe the education of the student is a shared responsibility between the student, teacher and parent/guardian. Our Student-Teacher-Parent/guardian Compact is an agreement between all and the principal to abide by certain duties for student success.

C. Building Capacity for Involvement

To ensure effective involvement of parents/guardians and to support a partnership among the school, parents/guardians, and the community to improve student academic achievement, the campus will build the schools' and parents'/guardians' capacity for strong parent/guardian involvement by implementing the required policy activities, the school:

1. Will assist parents/guardians of the children being served in understanding the TEKS, STAAR and the district's and school's assessments and how to monitor a child's progress and work with educators to improve achievement of their children. Our school will provide for this provision as stated in the Policy Involvement and Shared Responsibilities for High Student Achievement sections of this document.
2. Will provide materials and training to help parents/guardians work with their children, such as technology to foster parent/guardian involvement. Our school will provide for this provision as stated in the Policy Involvement and Shared Responsibilities for High Student Achievement sections of this document.
3. Will educate teacher, pupil services personnel, principals and other staff with the assistance of parents/guardians in the value and utility of contributions of parents/guardians and in how to reach out to communicate with and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the school. Faculty and staff will be apprised of best practices for parent/guardian involvement. Parent/guardian input will be solicited throughout the year in meetings and conferences.
4. Will to the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with community programs that encourage and support parents/guardians in more fully participating in the education of their children.

Our school hosts Coffee with the Principal to communicate vital information to parents/guardians from a host of guests including HISD district personnel as well as community-based advocates. A parent/guardian center houses resources for

parents/guardians as well. Parents/guardians are invited to attend various workshops in the community throughout the year.

5. Will ensure that information related to school and parent/guardian programs, meetings and other activities is sent to the parents/guardians of participating the school and the community to children in a format and, to the extent practicable, in a language the parents/guardians can understand.

Due to rising costs of printing and distribution of paper communications along with budgetary shortfalls, any written correspondence sent home from the school is as compact and concise as possible. Our school relies heavily on oral communications in English and Spanish to ensure all information related to our school is understandable. A translator is always available when necessary.

6. Will provide reasonable support for parent/guardian involvement activities, such as parent/guardian resource centers, that encourage and support parents/guardians to be involved. Parents/guardians are afforded numerous opportunities for parent/guardian involvement. Some activities include Shared Decision-Making Committee, Coffee with the Principal, Magnet Community Forum, HISD Board Meetings, and Parent/guardian Conferences.
7. Will ensure the full opportunities for the participation of parents/guardians with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and to the extent practical, in a language that parents can understand. Parents/guardians receive numerous notices, i.e. phone calls, e-mails, flyers, and website postings, in both English and Spanish.

Sign-in sheets and Meeting Minutes. Documentation will be kept of parents who jointly developed and agreed with the school's policy.

Last Revised October 2018